DOCUMENT RESUME

ED 410 992 JC 970 438

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TITLE	A Comparison of the Learning Experience of Telecourse Students in Community and Day Sections.
PUB DATE	1997-08-20
NOTE	27p.; Paper presented at the Distance Learning Symposium sponsored by Utah Valley State College (Orem, UT, August 20, 1997).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Colleges; Comparative Analysis; Course Evaluation; *Distance Education; Grades (Scholastic); *Learning Experience; Outcomes of Education; *Participant Satisfaction; *Student Attitudes; Student Reaction; Teaching Methods; *Telecourses; *Two Year College Students; Two Year Colleges
IDENTIFIERS	Utah Valley State College

ABSTRACT

A study was undertaken at Utah Valley State College to assess the quality of learning experiences of students taking a sociology telecourse. This included comparing results for day students viewing the course in a classroom and students viewing the course at home or in other locations in the community. Surveys were distributed to 62 classroom- and 28 community-based students, requesting information on their ratings of the course, their knowledge of general sociological concepts, and the frequency with which they undertook selected learning activities. An analysis of responses and grades received in the course indicated that 62% of the community-based students received an "A" or "A-," compared to only 35% of the day classroom-based students. Also, while both groups had high attrition rates, classroom-based students were less satisfied with the course than community-based students and less likely to recommend the telecourse to a friend. Based on findings, the following recommendations were proposed: (1) a program should be developed to prepare students for distance learning; (2) a screening instrument should be created for potential distance learning students; (3) initiatives should be explored to make videotapes of courses available to students for home viewing; and (4) telecourses should not be broadcast into day section classrooms, especially when unsuspecting students anticipate traditional lecture classes. (TGI)

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ED 410 992

A Comparison of the Learning Experience of Telecourse Students in Community and Day Sections

Presentation Given on August 20, 1997
at the Distance Learning Symposium
Utah Valley State College

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Abstract

The purpose of this study was to compare and assess the quality of the learning experience of students who take telecourses which are broadcast into the classroom during prime time hours. This includes a comparison of these students to students who take the telecourse in the community. Community telecourse students (N=28) were compared to day section students (N=62) on both objective and subjective measures. The community students out performed the day section students. Day section students were less content with the telecourse in various areas. Based on the reported findings, four recomendations are given. These include:first, the developement of a program designed to prepare students for distance learning; second, the developement of a screening instrument for potenital distance learning students; third, further research and consideration of making the course available to students on VHS tapes which they can check out and watch at home; and fourth, it is strongly recomended that telecourses not be broadcast into day section classrooms especially when unsuspecting students anticipate a traditional lecture class experience.

Introduction

Utah's Population is currently at about 2 million with projected increases by the year 2020 at an estimated 3.1 million (Carpenter, 1997). This increase in population, combined with increasingly larger cohorts of high school graduates, will create a significant increase in the demand for higher education in Utah. State leaders have strongly committed the state to a "no new institution" policy in an attempt to avoid becoming over built and under funded in the long term (Carpenter, 1997). The plan for meeting these increased demands includes the implementation of new technologies which allow teachers to reach students in their homes and at their distant and often rural learning sites. This is in line with current national trends (See Blakesley, & Zahn, 1993; Musial & Kampmueller, 1996; Parrott, 1995; PBS Report, 1993; Watkins, 1994; Whitaker, 1995; and Wilson, 1991). Today, distance learning includes the use of internet, real-time interactive, and telecourse offerings.

As educators, we are truly experiencing a time of rapid change. Many faculty and administrators are pioneering the use of these technologies in education. Trial and error and research are continuous sources of change and improvement for pedagogy and delivery of these courses. Utah Valley State College is deeply committed to the use of technology in higher education. Thousands of students have taken media courses in some form of distance learning. Today UVSC offers: 5 Internet courses; 24 sections of real-time interactive courses; and 12 telecourses. Much of the success of UVSC's distance learning can be attributed to state and local administrative support, appropriate funding, and faculty interests.

The history of media based, distance learning at UVSC is a brief one. The first telecourse was developed about 13 years ago. But the bulk of all three types of courses have come on line

in the last 5 years. This surge is due in part to a Tittle Three grant and in part to state funding and support. With the rapid development over the last five years have come new challenges in the area of delivery and pedagogy. One specific challenge comes with the attempt to broadcast telecourses into the day, prime time classroom setting. The first time this was attempted was with the chemistry telecourse. No teacher could be found and the students desperately needed the course. The decision was made to broadcast the telecourse into the day time classroom. Students responded with mixed reviews. Some felt betrayed while others adapted well and appeared to be content. Chemistry was later broadcast into a real-time interactive chemistry class where concurrently enrolled high school students were enrolled. The negative reactions of everyone involved has lead to a decision not to repeat this particular form of delivery. Two other researchers addressed this issues in a separate study. Hezel and Dirr (1990) found that telecourse students were less inclined to take telecourse that required them to come to campus (similar findings in Anagal et al., 1996). In a related study, telecourse students were found to have better traits of success than students in traditional classes (Biner et al., 1995). Other than post course reaction no scientific research has been done at UVSC to asses the quality of the learning experience when telecourses are broadcast into day time classroom settings. The purpose of this study is to asses the quality of the learning experience of students who take a telecourse in the classroom during a prime time day section.

Context of the Study

Sociology 101 was broadcast for the first time in Spring, 1997. It is a 3 credit telecourse which is transferable to most institutions in the U.S. This telecourse is delivered via 30 one-hour lectures. It requires the student to read from selected sociology readings. It also requires

students to watch every lecture and fill out their study guide while doing so. Students are tested in the following manner:1/3 over readings and 2/3's over lecture based, study guide material. Students are instructed on how to take the course in Lecture One. Prior to this course's initial broadcast, there had been some question among faculty about the already existing practice of putting prime time day students into sections where no teacher was present and where a telecourse was broadcast into the room. The issue centers around any possible adverse effects which a telecourse might have on students who found themselves taking a telecourse when they signed up for a traditional lecture class. In cooperation with UVSC's administration, Institutional Research Center, Distance Learning Department, and the Behavioral Science Department a special day section of sociology 101 was added to the schedule(it began January, 1997). Enrollments were allowed to go as high as 120 in this section.

On the first day of class, the professor, Dr. Hammond explained to the students that this section was in fact a research experience and not a traditional lecture class. Students were given three separate opportunities to either drop the class, come to Dr. Hammond for assistance in signing into another section of sociology 101, or remain and participate in the study. Students who chose to participate in the study were given the option to: watch the broadcasts lectures in the classroom; go to the library at their discretion and check out videos to view on library equipment or to watch at home; and watch the videos on cable TV according to the broadcast schedule used for community students.

Of the original 110 students in the day section, 19 dropped within the first few days, 20 finished the course with unofficial withdraws, 8 took official withdraws, and 1 signed an incomplete contract. Only 62 completed the course and were surveyed. These students were

compared to 28 telecourse students from the community. In the original sample of community students, 43 students had registered. Eight dropped within the first few days of class, 2 unofficially withdrew, 3 officially withdrew, and 1 signed an incomplete contract. Both samples were very similar in terms of age and sex (see Table 1).

TABLE 1: Comparison of the Composition of Sociology 101 Telecourse Community and On Campus, Day Sections.

Community Students (N=28)		Day Section Students (N=62)	
Average Age= 23.5 years		Average Age=20.4 years	
17 Males (60%)	11 Females (40%)	29 Males (47%)	33 Females (53%)

The null hypothesis in this study is that there are no significant differences in the quality of the learning experience of community telecourse students and day section telecourse students in the sociology 101 telecourse Spring, 1997. During the last month of the course all of the students were surveyed through the mail (see Appendix for copy of survey instrument). Because of attrition only 128 were still registered at that time. Of those 128, only 90 returned surveys that were complete and useful to this study. Information was gathered on: student demographics; subjective evaluation of the course and its components; objective measures of performance; objective measures of types of student effort; and other important indicators of the learning experience, including open ended questions on likes and dislike about the telecourse. The results of these findings are presented below.

Results:Student Demographics

When sex and age of the student were used to compare mean values of subjective and objective measures, no real differences were found. Similar averages were present in overall

rating of the telecourse, overall points earned, and average scores on a 20 item sociology quiz which was included on the survey.

Results:Subjective Evaluation of the Course

Students were given four opportunities to evaluate the telecourse and its components . The first question was a global rating of the course, identical to the one used on UVSC's standard student evaluation form (item #28). It asked, "How would you rate the course overall?" (1=excellent, 2=good, 3=fair, and 4=poor). The overall ratings tended to be slightly higher for the community students than for the day section students. Both sections of students gave the telecourse "good" to "excellent" ratings. In Table 2 below, data on all four subjective evaluation items are presented.

Table 2: Comparison* of Average Scores on Four Subjective Evaluations of the Telecourse between Community and Day Sections.

Variables	Community (N=28)	Day Section (N=62)
Overall	1.68**	2.15
Graphics	1.71	1.69
Teacher	1.36	1.37
Videos/Interviews	1.75	2.08

*T-Tests indicate no significant difference in means between sections.
**Possible responses included: 1=excellent, 2=good, 3=fair, and 4=poor

On the other three subjective measures, students were asked. "How would you rate the: graphics, teacher, and videos/interviews." The average responses are virtually the same between sections. T-Test analysis were also performed and no significant differences were found between means. In an attempt to discover a performance based difference in ratings, both sections were combined and students were split into groups. Those earning a C+ or higher and those earning a

C or lower were compared. No significant differences in subjective ratings were found when controlling for performance.

Results: Objective measures of Performance

. Robert Searcy et al (1993) reported their findings that no significant difference existed in a study of telecourse students and traditional course students. Their study was done at Calhoun Community College, Alabama with a sample 604 students. In the UVSC study grades, as an objective measure of performance, were also compared between sections. The grade distribution of both sections are presented in Table 3 below. For purposes of comparison between sections, grades are presented as the percentage of students earning a specific grade.

Table 3: Comparison of the Percentage of Students Earning a Specific Grade between Community and Day Sections.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	UW	I	W	N
Comm-unity %	51	11	3	9	0	3	0	0	0	0	0	6	6	3	9*	28
Day %	25	10	5	9	4	7	3	2	0	3	0	1	21	1	9	62

*totals may exceed 100% due to rounding

It is obvious when comparing the proportion of students in specific grade categories that the community section performed better than the day section. A total of 62 percent of the community section earned and A or A- compared to only 35 percent of the day section. The community section had only 3 percent of its students score in the C and D ranges. The day section had 15 percent. The day section also had 21 percent of the students who earned an unofficial withdraw. In other words they dropped out of the section without doing the paper work at the registration office. The community section had only 6 percent. Hass (1997) found that in an separate study of all UVSC telecourses and day sections over a 2 year period,

telecourses had twice the attrition of day section courses.

There were two other objective measures of performance collected on individual students. The first was the final total points earned by each student (1,150 possible). These points represent a summation of all of the actual points earned throughout the telecourse. The second was the quiz score taken from the survey (20 points possible). The 20 item, multiple choice quiz represented an objective assessment of their general knowledge of sociology. In Table 4 we see that community section students performed better than day section students on both measures. Means and medians are shown with their accompanying letter grade value. Levels of significance show where independent T-Tests analysis indicate significant differences in means.

Table 4: Comparison of Means , Medians, Letter Grades, and Quiz Scores on Total Points earned between Community and Day Sections.

Scores	**Points and Letter Grades Community (N=28)**	**Points and Letter Grades Day Section (N=62)**
Total Points (1,150)		
Mean	940*** (B-)	868***(C)
Median	971 (B)	893(C+)
Quiz Score(20)		
Mean	15.75**	14.77**
Median	16	15

***=.001 and **=.05 levels of significance on T-Tests difference of means

Results:Objective Measures of Types of Student Effort

In the developmental stages of this study, consideration was given to the question of types of student effort. Specifically, the question of the relationship between more and varied types of effort and increased performance was considered. Students were asked to report the number of

times they did the following: recorded lectures and reviewed them; watched lectures on cable TV; watched lectures in the library; watched lectures in the classroom; talked to the teacher directly about the class; or studied with friends for the tests. Results from each section are reported in Table 5 below.

Community section students were significantly more likely to watch lectures on TV and to record them and review them later than were day section students. The day section students were significantly more likely to watch the lectures in the classroom. These categories of types of effort were combined into a cumulative variable. This variable was then correlated with the total points earned and the quiz score results. They were not found to be significantly correlated in either analysis. Thus, the findings indicate that more and varied types of effort were not related to higher performance in this study.

Table 5: Comparison of Frequency of Types of Effort Reported between Community and Day sections.

Type of Effort	**Community (N=28)**	**Day Section (N=62)**
Recorded Lectures	10.46***	3.63
Watched on Cable	6.68***	1.50
Watched in Library	11.04	12.39
Watched in Classroom	.38***	8.67
Talk to Teacher	.64	1.68
Studied with Friends	1.11	1.16
***T-Tests indicate significant difference in means at .001 level.		

One other type of effort needs to be discussed at this point. Students were given an "other" category where they could write in the types of effort we had not specifically identified on the survey. Students from both sections reported that they had checked videos out from the

library and watched them at home. Over half who did this reported watching at least two-thirds of the lectures this way. Table 6 presents a comparison of their total points and the total points found in the community and day sections.

Table 6: Comparison of Average Total Points, Letter Grades, and Quiz Scores between Students who Checked the Videos out for Home Viewing and Students in the Community and Day Sections.

Groups Compared	Average Total Points	Average Letter Grade	Average Quiz Score
Community (N=25)	942	B-	15.68
Checked out Videos (N=15)	893	C+	16.00
Day Section (N=50)	864	C	14.50

These data indicate that those who checked out the videos for home viewing did slightly better than the day section students. This was true for all three measures: total points, letter grades, and quiz scores. Interestingly, the quiz score which is reflective of their overall understanding of sociology, was higher for the students checking out videos than for both of the other two sections. Again, this type of effort emerged as an unexpected yet important type of effort which students can put forth when taking a telecourse. Perhaps students have a feeling of having more control over their learning experience when they have more control over where and when they watch telecourse lectures. Anagal, (1996) found that telecourse students preferred having video backup of the lectures in their home. Future studies should consider this issue.

Results:Other Important Indicators of the Learning Experience

This section includes a report on a number of different findings relating to the students' responses. Students were asked 6 specific questions. Four of them were open ended and are quite revealing of their perspective. In Tables 7-10 below, these 4 questions are presented with a frequency distribution for each section. The other 2 questions are discussed later in Tables 11 and 12.

In response to the question, "What was the single aspect/thing you got out of this course?" many students indicated that they had become more open minded towards people. Others reported gaining a better understanding of society and sociology. The course objectives included in the student study guide indicate the intention to provide a better understanding of society, sociology and diverse peoples and cultures (Hammond, 1997; see Appendix for copy of course objectives). These findings suggests that the telecourse achieved at least some of its objectives. A large number of day section students reported better study skills. Since this was not reported for the community section one must ask if the day section students were forced to "come up to speed" for the telecourse. Perhaps the community section students chose the telecourse better informed of and better prepared for its rigorous demands. There are also interesting comments which were less commonly reported. These include : "don't procrastinate, endurance, and telecourses are not for me." A few students felt strongly enough about these somewhat negative feelings that they chose to list them in their "what I got out of the class" response rather than their "what I did not like" response.

In Table 8, student responses to the question, "What was the single aspect/thing of the course you liked the least?" are presented. The readings were a commonly disliked component

of the course. Students were required to read 64 short sociology readings and were tested over specific ideas in those readings. The teacher held 32 consultations with students over the semester about the readings. Although the readings were more challenging than the lectures, they were not overly burdensome. Students were taught to be diligent and patient and to trust that their skills in reading comprehension would improve. Only 1 community section

Table 7: Comparison of Response Frequencies to the Question, "What was the single aspect/thing you got out of this course?" between Community and Day Sections.

Response	**Frequency of response Community (N=28)**	**Frequency of response Day Section (N=62)**
"I'm more open minded toward other people"	9	19
"Better understanding of Society"	6	11
"Better understanding of sociology"	6	17
"Better study skills"	1	13
"Don't procrastinate"	0	3
"Endurance"	1	0
"About myself"	0	1
"Telecourses are not for me"	0	2
"Interesting facts"	0	1
"Teachers can be fair"	1	0

student complained about the lack of teacher or class discussion. About 1 in 6 (12) of the day section students disliked this part of the experience. Loneliness was also found among students in another telecourse study but it was not found to be related to performance (Pugliese, 1994).

Both sections had students who disliked the brief duration of the definitions (which they were required to write down).

Procrastination was not reported very often by the community students but 9 of the day section students listed it. Also 8 of the day section students listed learning from TV as a dislike. None of the community students did. Interestingly, 2 students from each section disliked the broadcast schedule and the same number reported not having enough tapes to check out. Other dislikes are revealing of the telecourse and of student evaluation processes.

Table 8: Comparison of the Response Frequencies to the Question, "What was the single aspect/thing you got out of the course?" between Community and Day Sections.

Response	**Frequency of responses Community (N=28)**	**Frequency of responses Day Section (N=62)**
"Readings"	4	14
"No teacher/class discussion"	1	12
"Short duration of definitions on screen"	3	10
"Procrastination"	2	9
"Learning from TV"	0	8
"Tests"	5	7
"Broadcast schedule"	2	2
"Lectures boring"	1	3
"Shortage of tapes to check out"	2	2
"Fines for late videos"	0	1
"Teacher annoying"	1	0

Table 9 shows the response to the question, "What was your motivation for taking this course?" Students reported various motivations for taking the course. Keep in mind that the day section students did not know they had signed up for a telecourse until the first day of class. For community students, the time and schedule issues were reported 7 times. Most who are familiar with distance learning already know this. Notice that none of the day section students reported this. Seven of the community students and 26 of the day students reported that they needed the credit. Eight of the community students and 37 of the day students reported that sociology was an interesting subject. None of the community students reported that it was the

Table 9: Comparison to the Response Frequencies to the Question, "What was your motivation for taking this Course?" between Community and Day Sections.

Response	**Frequency of responses Community (N=28)**	**Frequency of responses Day Section (N=62)**
"Time/schedule"	7	0
"Needed credit"	7	26
"Interesting subject"	8	37
"Last section open"	0	3
"Self paced"	2	1
"The teacher, Dr. Ron"	0	2

last section open but 3 of the day students did. A few students reported that the course was self paced. For the lone day student who reported this, it may have been a factor in the decision to remain in the course rather than a factor used in deciding to sign up for it. Data are not available to confirm or refute this suspicion.

In Table 10 data are presented for the question, "How did you find out about the course?" This question was originally asked for future marketing purposes. It is included here in this

report because of an unexpected yet relevant finding. Another study reported that 94 percent of their students found out about the telecourse from the schedule (Livieratos & Frank, 1992) But this was not true of UVSC's students. Less than 1/3 of community and less than 1/4 of day students reported the schedule as their source. Most unexpectedly, none of the community section but 40 of the day section students reported that they "Didn't know it was a telecourse." Given that the question was soliciting information on how the students found out about the course and not how they evaluate the course, it is insightful to see this response and it frequency. Two out of three of the day section students reported not knowing that they had signed up for a telecourse.

Table 10:Comparison of Response Frequencies to the Question, "How did you find out about the telecourse?' Between Community and Day Sections.

Responses	**Frequency of responses Community (N=28)**	**Frequency of responses Day Section (N=62)**
"Catalogue/schedule"	9	13
"Heard about on campus"	3	0
"Advisor/counselor"	1	5
"Family/friend"	8	9
"Teacher, Dr. Ron"	3	4
"Did not know it was a telecourse"	0	40

We also asked students to answer the question, "Would you recommend this course to a friend?" Results from this question are presented in Table 11 below. In both sections most students reported that they would recommend this class to a friend. But a higher proportion of

day section students responded that they would not (27% compared to 14%). This indicates a higher level of discontent among day section students.

Table 11: Comparison of response frequencies to the Question, "Would you recommend this course to a friend?" Between community and day sections.

Response	**Frequency and percent of response Community (N=28)**	**Frequency and percent of responses Day Section (N=62)**
Yes	24 (86%)	45 (63%)
No	4 (14%)	17 (27%)

We also asked students to respond to one other important question. We asked, "It is easier for me to learn from a TV lecture than it is to learn in a regular classroom setting. Do you: 1=strongly disagree; 2= disagree; 3 don't know; 4= agree; or 5=strongly agree." The results from this item are presented in Table 12 below.

Table 12:Comparison of Response Frequencies to the Question, "It is easier for me to learn from a TV lecture than it is to learn in a regular classroom setting..." between Community and Day Sections.

Response	**Frequency and percent of response Community (N=28)**	**Frequency and percent of response Day Section (N=62)**
1- Strongly disagree	3 (7%)	12 (19%)
2-Disagree	7 (29%)	18 (29%)
3-Don't Know	8 (29%)	18 (29%)
4-Agree	6 (21%)	12 (19%)
5-Strongly Agree	4 (14%)	2 (4%)
	28 (100%)	62 (100%)

In the community section, 64 percent either strongly disagreed, disagreed, or did not know if TV was an easier way to learn. For the day section it was 77 percent. Only 36 percent of community and 23 percent of the day students agreed or strongly agreed. From these findings it is assumed that students may still be conditioned to or perhaps still prefer traditional learning environments over telecourse environments.

Conclusions and Recommendations

Based on the findings of the study, the null hypothesis that there are no significant differences in the quality of the learning experience of community telecourse students and day section telecourse students in the sociology 101 telecourse Spring, 1997 is rejected. This study addressed some important issues relating to broadcasting telecourses into day time classrooms. The legitimacy of this type of delivery was brought under scientific scrutiny. UVSC's newly completed Introduction to Sociology telecourse was the means of facilitating the evaluation. Important results have been found.

A summary of these results will support the rejection of the null hypothesis as well as the four recommendations provided at the end of this paper. In both sections, about 44 percent of the original students did not stay with or successfully complete the telecourse. These high level of attrition have been found to be common with telecourses at UVSC. Students in both sections subjectively rated the telecourse in the "good" to "excellent" range. This indicates that UVSC produced a high quality telecourse as far as the student are concerned.

Differences between the sections began to emerge when objective measures were considered. Twice the proportion of community students scored in the A or A- range as did day section students. The day students had 5 times the proportion of C and D range grades and 21

percent of the day students quit the course (UW) without officially withdrawing. Day students also tended to end up with significantly lower total points and quiz scores than did community students.

Although more and varied types of effort were not found to be related to higher performance (perhaps because of the small sample size), an unexpected trend emerged in one specific type of effort. Fifteen students checked videos out for home viewing. These students tended to do better than the day section students in total points earned. They also did better than both community and day section students on quiz scores.

Students reported learning more about society and sociology, and about becoming more open-minded. Each of the categories, derived from open-ended question responses, fit clearly into the prescribed course objectives. This suggest that telecourses do align student learning experience with the teachers preconceived objectives for the course. Day section students also reported discontent with the course because they: missed teacher and class discussion; procrastinated; and they did not like learning from TV. When considering how students found out about the telecourse, a surprising theme emerged. Two-thirds of the day section students stated that did not in fact know they had signed up for a telecourse until the first day of class.

A higher proportion (higher than the community section) of day students reported that they would not recommend the telecourse to a friend. Fewer students in both sections reported that it was easier for them to learn from TV than in a regular classroom setting. From these summarized findings and conclusions derive four specific recommendations which should be given serious consideration whenever telecourses are broadcast into day section classrooms.

First, Patterns of attrition in both sections used for this study may indicate a lack of preparation and independence required for students to succeed in telecourses. It may also indicate that the distance learning paradigm has not caught on as well for students as faculty and administrators would like. If this is the case then students preparation programs should be considered. These programs could prepare students and establish more realistic expectations for the experience.

Second, The findings from the comparison of objective measures of performance between sections is troubling. The day students performed poorly in comparison and were much less likely to finish the course. Distance learning requires students to be independent and self-starters. Many traditional students have not yet developed those skills. As providers, we should consider the development of a screening instrument which might indicate to students and faculty if they are likely to do well as distance learners. This instrument could also provide faculty and administrators with insight into exactly how to prepare the students so they can succeed.

Third, given that students who checked out videos to view at home did better in comparison to students who did not, consideration should be given to providing telecourses on home study. All of the lectures could be duplicated onto VHS and made available to students for a nominal fee. Broadcasts should also continue into the community because most students appear to prefer that mode of delivery. But for those who want more control over where and when they view the lectures, the video checkout plan may prove to be a useful mode of delivery.

Fourth, findings indicate that at least some of the course objectives were met in this telecourse. This suggest that telecourses are viable modes of teaching students but does not confirm it. This issue needs more research attention. Most importantly, in this study, many of

the day students were found to: 1) perform more poorly than community students; 2) not know they were signing up for telecourse; 3) miss the traditional class discussion and teacher interaction; 4) be less likely to recommend the course to a friend; and 5) not feel that they learned better from TV. Thus, the fourth recommendation is given with the strongest emphasis. It is recommended that telecourses should not be broadcast into day section classrooms, especially when students are expecting a traditional learning experience. As Hezel and Dirr (1990) and Anagal et al. (1996) have already discovered, students are less inclined to take a telecourse when it requires them to travel to campus in order to take it. In this study, unsuspecting day students are less likely to perfom well or be contented with the telecourse when it is in the classroom.

Future studies should pay attention to the effect of preparing students to take a telecourse in the classroom. But the purpose of the telecourse is really to meet the needs of more students by reaching them in their homes and in rural areas. It is not the purpose of distance education to bring more students to allready crowded campuses. Future studies might also replicate this one at the level of an entire campus or college distance learning system, using multiple telecourses and multiple day sections.

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APPENDIX

Copy of Survey Instrument
Copy of Telecourse Objectives Page from Study Guide

SURVEY OF SOC 101 TELECOURSE

Do Not Put Your Name On This Survey

Please tell us your:

Sex____Male____Female

Age____Years

Estimated GPA____

SS# - - (survey does not effect your grade)

How would you rate the course overall?

1	2	3	4
Excellent	Good	Fair	Poor

How would you rate the graphics?

1	2	3	4
Excellent	Good	Fair	Poor

How would you rate the teacher?

1	2	3	4
Excellent	Good	Fair	Poor

How would you rate the videos/interviews?

1	2	3	4
Excellent	Good	Fair	Poor

It is easier for me to learn from a TV lecture than it is to learn in a regular classroom setting. Do you:

1	2	3	4	5
Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

What was the single aspect/thing you got out of this course?

What was your motivation for taking this course?

What was the single aspect/thing of the course you liked the least?

Would you recommend this course to a friend?

___Yes___No

How did you find out about the telecourse?

Please answer the questions below to the best of your ability. Guess if you don't know for sure. This survey will not effect your grade in any way.

1. Sociology is:

__a.study of ancient people and their physical remains
__b.study of the mind
__c.study of human behavior in complex societies
__d.study of personal problem resolution

2. The founder of Sociology is:

__a.Auguste Comte __b.Talcott Parsons
__c.Max Weber __d.Karl Marx

3. A theory is:

__a.guess or a hunch __b.set of interrelated concepts used by researchers
__c.an answer to a difficult question __d.none of these

4. Which method of scientific exploration is <u>most common</u> to sociological research?

__a.experiment __b.observation
__c.quasi-experiment __d.survey

7. _____is/are a societies way of life or social heritage:
__a.groups __b.friends
__c.mores __d.culture

8. What do we learn which tell us how to act or behave in certain statuses?
__a.habits __b.roles
__c.traditions __d.statistics

9. Primary socialization occurs:
__a.at school __b.at work
__c.on the street __d.in the family

10. Stratification is the study of:
__a.wealth differences __b.societies
__c.government __d.health statuses

11. Gender is based on:
__a.biology __b.culture
__c.money __d.time frame

12. Race and ethnicity are:
__a.the same concepts __b.based on wealth
__c.unrelated __d.biological and cultural issues

13. Religion functions as:
__a.socially cohesive force __b.reinforcer of values
__c.support to the government __d.all of these

14. In terms of America's population:
__a. it will stay the same __b.It is growing older
__c.it is growing younger __d.we can't study population

15. Which three components of the population formula belong?
__a.births, aging, and sex __b.births, deaths, net migration
__c.migration, age and sex ratios __d.contraception, births, miscarriages

16. Which is true?
__a.health care is a right in the U.S.
__b.everyone has access to health care in the U.S.
__c.health care is cheap
__d.health care is not available to many in the U.S.

17. Which is true?
__a.the economy has no impact on society __b.economic forces shape society
__c.religion drives the economy __d.supply and demand are irrelevant

18. The family in the U.S.:
__a.has changed very little in the last 200 years __b.is still the same
__c.has changed drastically in the last 200 years __d.is the same today as it was in 1950's

19. Deviance:
__a.lies in the activity __b.is defined by society and its members
__c.never occurs __d.is absent in most societies

20. Crime and deviance:
__a.often exists together __b.can be very common
__c.are studied by sociologists __d.all are true statements

ABOUT HOW MANY TIMES DID YOU DO THE FOLLOWING DURING THE TELECOURSE:

_____record lectures and review them
_____watch lectures on cable TV
_____watch lectures in library
_____watch lectures in classroom
_____talk to Dr.Ron (on phone, in person, after class etc...)
_____study with friends before a test
_____other(please describe)_____

BEST COPY AVAILABLE

Your schedule will be mailed to you by the distance learning staff.

Introduction to Sociology
Sociology 101
Pretaped Telecourse

Instructor: Dr. Ron Hammond
Office: Faculty Annex North (on left when facing mtns.) 735
Phone:222-8344 LEAVE MESSAGE IF NOT IN
EMAIL:HAMMONRO@UVSC.EDU
USMAIL: Ron Hammond, Ph.D
MAIL STOP 115 at UVSC
800 West 1200 South,
Orem, Utah 84058

Course Description

This course is an introduction to the scientific discipline of Sociology. In it we will attempt to be critical of what we know and what we think we know as citizens, individuals, and as novice sociologists. The course is designed to acquaint students with: (1) what Sociology is, (2) what Sociologists have done in the past, (3) what Sociologists are currently involved in, (4) how Sociologists perceive the social world, and (5) how we can better understand our own social world and the social world of people in other cultures.

Course Objectives

Upon successful completion of the course students should be able to:

1. Define sociology, its development, and current role as a scientific discipline.
2. Verbalize the various scientific methods used in sociological research.
3. Become familiar with various subdisciplines in sociology and the nature of its current issues.
4. Understand the sociological imagination.
5. Become familiar with numerous culture and the sociological research applications from other countries.
6. Apply sociological perspectives to their environment and daily lives.

Required Text

Charon, Joel M. (1996). The Meaning of Sociology. Fifth edition; Prentice Hall Publishers, New Jersey.

Grading:

Assignments:	Points	Covers Chapters	& Lectures:
Test #1	200	1-13	1-6
Test #2	200	14-26	7-12
Test #3	200	27-39	13-18
Test #4	200	40-52	19-24
Test Final	350	53-65	25-30 plus comprehensive
Total Points=	1,150		